

# **MATILDA F DUNSTON ELEMENTARY**

1825 Remount Road  
North Charleston, South Carolina 29406

**GRADES** PK-5 Elementary School

**ENROLLMENT** 306 Students

**PRINCIPAL** Patty Schaffer 843-745-7110

**SUPERINTENDENT** Dr. Maria Goodloe 843-937-6319

**BOARD CHAIR** Mr. Gregg Meyers 843-720-8714

## **THE STATE OF SOUTH CAROLINA**

### **ANNUAL SCHOOL REPORT CARD**

# 2003

#### **ABSOLUTE RATING:**

#### **AVERAGE**

Absolute Ratings of Elementary Schools with Students like Ours

<b>Excellent</b>	<b>Good</b>	<b>Average</b>	<b>Below Average</b>	<b>Unsatisfactory</b>
2	5	25	37	3

#### **IMPROVEMENT RATING:**

#### **UNSATISFACTORY**

#### **ADEQUATE YEARLY PROGRESS:**

#### **NO**

This school met 6 out of 13 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

#### **SOUTH CAROLINA PERFORMANCE GOAL**

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

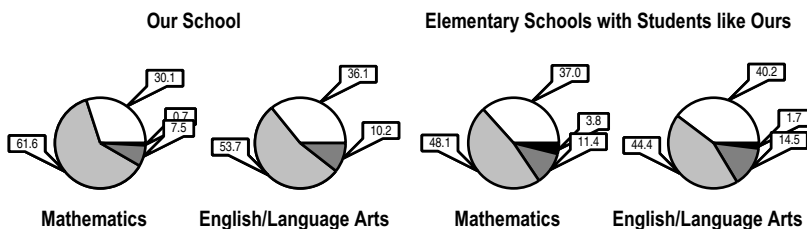
**FOR MORE INFORMATION, VISIT WEBSITES AT:**





**[WWW.MYSCSCHOOLS.COM](http://WWW.MYSCSCHOOLS.COM)**

**[WWW.SCEOC.ORG](http://WWW.SCEOC.ORG)**

**PERFORMANCE TRENDS OVER 4-YEAR PERIOD**

	<b>Absolute Rating</b>	<b>Improvement Rating</b>	<b>Adequate Yearly Progress</b>
2001	Below Average	Average	N/A
2002	Below Average	Below Average	N/A
2003	Average	Unsatisfactory	No
2004			

**PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT) RESULTS****Definition of Critical Terms**

	<b>Advanced</b>	Very high score; very well prepared to work at next grade level; exceeded expectations
	<b>Proficient</b>	Well prepared to work at next grade level; met expectations
	<b>Basic</b>	Met standards; minimally prepared, can go to next grade level
	<b>Below Basic</b>	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

**NOTE:** Science and social studies are to be included in the 2005 school report card.

**EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS**

	<b>Teachers</b>	<b>Students</b>	<b>Parents</b>
Number of surveys returned	34	49	0
Percent satisfied with learning environment	52.9%	89.8%	N/R
Percent satisfied with social and physical environment	61.8%	83.7%	N/R
Percent satisfied with home-school relations	6.1%	87.8%	N/R

PACT PERFORMANCE BY GROUP

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced	State Objective
English/Language Arts								
All students	186	99.5	36.1	53.7	10.2	N/A	10.2	17.6
Gender								
Male	93	100.0	40.6	49.3	10.1	N/A	10.1	17.6
Female	93	98.9	32.1	57.7	10.3	N/A	10.3	17.6
Racial/Ethnic Group								
White	16	100.0	10.0	50.0	40.0	N/A	40.0	17.6
African-American	164	99.4	37.0	54.8	8.1	N/A	8.1	17.6
Asian/Pacific Islander	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Hispanic	6	100.0	N/A	N/A	N/A	N/A	N/A	17.6
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Disability Status								
Not disabled	148	99.3	33.6	53.4	12.9	N/A	12.9	17.6
Disabled	38	100.0	45.2	54.8	N/A	N/A	N/A	17.6
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-migrant	186	99.5	36.1	53.7	10.2	N/A	10.2	17.6
English Proficiency								
Limited English proficient	4	100.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-limited English proficient	182	99.5	35.6	54.1	10.3	N/A	10.3	17.6
Socio-Economic Status								
Subsidized meals	174	99.4	37.5	51.5	11.0	N/A	11.0	17.6
Full-pay meals	12	100.0	20.0	80.0	N/A	N/A	N/A	17.6

Mathematics								
All students	186	99.5	30.1	61.6	7.5	0.7	8.2	15.5
Gender								
Male	93	98.9	30.9	60.3	7.4	1.5	8.8	15.5
Female	93	100.0	29.5	62.8	7.7	N/A	7.7	15.5
Racial/Ethnic Group								
White	16	100.0	20.0	30.0	40.0	10.0	50.0	15.5
African-American	164	99.4	29.9	64.9	5.2	N/A	5.2	15.5
Asian/Pacific Islander	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Hispanic	6	100.0	N/A	N/A	N/A	N/A	N/A	15.5
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Disability Status								
Not disabled	148	99.3	25.2	66.1	7.8	0.9	8.7	15.5
Disabled	38	100.0	48.4	45.2	6.5	N/A	6.5	15.5
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-migrant	186	99.5	30.1	61.6	7.5	0.7	8.2	15.5
English Proficiency								
Limited English proficient	4	100.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-limited English proficient	182	99.5	29.7	62.1	7.6	0.7	8.3	15.5
Socio-Economic Status								
Subsidized meals	174	100.0	30.1	61.0	8.1	0.7	8.8	15.5
Full-pay meals	12	91.7	N/A	N/A	N/A	N/A	N/A	15.5

Abbreviations for Missing Data

N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample
-----	----------------	-----	---------------	-----	--------------	-----	---------------------

**PACT PERFORMANCE BY GRADE LEVEL**

		Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2002	Grade 3	68	N/A	39.7	44.1	16.2	N/A	16.2
	Grade 4	55	N/A	25.0	63.5	7.7	3.8	11.5
	Grade 5	63	N/A	43.1	55.2	1.7	N/A	1.7
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	52	100.0	27.0	54.1	18.9	N/A	18.9
	Grade 4	63	100.0	30.4	60.7	8.9	N/A	8.9
	Grade 5	71	98.6	48.1	46.3	5.6	N/A	5.6
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Mathematics								
2002	Grade 3	68	N/A	50.0	36.8	13.2	N/A	13.2
	Grade 4	55	N/A	32.7	48.1	11.5	7.7	19.2
	Grade 5	63	N/A	44.8	43.1	12.1	N/A	12.1
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	52	100.0	35.1	56.8	8.1	N/A	8.1
	Grade 4	63	98.4	32.7	58.2	7.3	1.8	9.1
	Grade 5	71	100.0	24.1	68.5	7.4	N/A	7.4
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 306)				
First graders who attended full-day kindergarten	N/A	N/A	N/A	N/A
Retention rate	N/A	N/A	2.5%	2.4%
Attendance rate	93.4%	Up from 93.1%	95.5%	95.9%
Meeting grade 1 and 2 readiness standards	N/A	N/A	N/A	N/A
Eligible for gifted and talented	3.0%	Up from 2.2%	4.5%	13.2%
On academic plans	N/A	N/A	N/A	N/A
On academic probation	N/A	N/A	N/A	N/A
With disabilities other than speech	10.9%	Down from 13.1%	8.3%	8.0%
Older than usual for grade	24.5%	Up from 3.0%	3.2%	1.1%
Suspended or expelled	0.0%	No change	0.0%	0.0%

Teachers (n= 31)				
Teachers with advanced degrees	38.7%	Down from 47.2%	46.7%	50.0%
Continuing contract teachers	77.4%	Up from 55.6%	76.5%	85.3%
Highly qualified teachers	N/A	N/A	N/A	N/A
Teachers returning from previous year	61.7%	Down from 68.6%	79.3%	86.2%
Teacher attendance rate	95.1%	Down from 95.4%	95.3%	95.3%
Average teacher salary	\$37,944	Up 4.3%	\$37,930	\$39,909
Prof. development days/teacher	11.1 days	Up from 10.1 days	13.3 days	11.4 days

School				
Principal's years at school	2.0	Up from 1.0	3.0	4.0
Student-teacher ratio	16.1 to 1	Up from 15.9 to 1	16.7 to 1	18.9 to 1
Prime instructional time	87.4%	Down from 87.7%	88.9%	89.7%
Dollars spent per pupil*	\$6,008	Up 21.7%	\$7,009	\$5,892
Percent spent on teacher salaries*	68.4%	Down from 71.9%	63.3%	66.6%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	No change	99.0%	99.0%
SACS accreditation	no	N/A	yes	yes

\* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools	N/A	N/A
Highly qualified teachers in high poverty schools	N/A	N/A

Abbreviations for Missing Data							
<b>N/A</b>	Not Applicable	<b>N/C</b>	Not Collected	<b>N/R</b>	Not Reported	<b>I/S</b>	Insufficient Sample

**REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL**

Title I schoolwide project funding based on free/reduced lunch count provides opportunities to enrich the learning and make a positive impact on the curriculum. Title I provides reduced class-size, professional development for teachers, and instructional materials to help students meet the SC Standards for Elementary School in reading, math and science.

Teachers use the South Carolina Standards for long-range planning, instruction and assessment. The school has increased instructional time in reading and math through extended day, flexible groups in grades 3,4 and 5, and a homework center.

Science is taught through hands-on learning with FOSS kits and science notebooks. Our 5th graders have continued their relationship with Earth Stewards, and two of the teachers received a state EIA grant for character education.

Professional development is focused on changing instructional practices through teachers coaching each other in reading. The school has participated in the South Carolina Reading Initiative for the second year.

Student progress was monitored quarterly through benchmark testing. This included the District 4 K-2 Assessment, Math benchmarks, STAR testing, and report card reviews by the principal. Teachers and principal met together to plan interventions for classroom academic assistance.

This year, outside school events focused on reading and science. Some of the events were a Fall READ-Along, MAD About Science Nights, Creative Sparks Fine Arts, and mentors in our classes. Two artists in residence connected Language Arts and art. The year ended with a World View study. Students were able to travel to other classes and learn about other countries from their peers.

Community support was provided from the PTA and school business education partners. The overall impact of the year was positive. Suspensions decreased from the previous year. The homework initiative was a success. More time on task was accomplished through a team effort.

Patty Schaffer, Principal

**DEFINITIONS OF SCHOOL RATING TERMS**

- Excellent - School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

**DEFINITION OF ADEQUATE YEARLY PROGRESS**

As required by the United States Department of Education, adequate yearly progress specified that the statewide target is met for all students and for each subgroup of students: racial/ethnic, economic, disability, limited English proficiency and migrant status.